



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

contains suggestions on organizing play centers for the present-day needs, lists of hall and playground games, and other valuable information.

The value of play centers to the community as well as to the children need not be demonstrated. However, by calling attention to fresh methods the book makes a real contribution to the progress of a movement which is "fraught with the utmost possibilities for the benefit of the rising generation."

Principles of teaching.—There are two types of books which present discussions of the principles of teaching. One type states these principles in the briefest possible way and then fills up the major portion of the book with descriptions of special devices for presenting material, concrete lesson plans and outlines, and various other kinds of direct helps for the teacher. The other type of book attempts to determine the essential principles, state these clearly, and so emphasize them in the discussion that they shall become guiding factors for the teacher who makes an effort really to think them through. A book¹ of this latter type has recently been written by Professor Turner.

The author attempts to present in compact form the essential principles which a teacher would need to master in order to provide a background for answering the numerous detailed questions of method which continually arise. The general scope of the book is well stated in the following paragraph taken from the editor's introduction:

The author has for years been the director of a training school. His program of education and outline of principles are the result of thousands of recitations that he has observed. At the very outset he differentiates teaching from other forms of activity. He defines aims of public school teaching in terms of social needs; describes the origin, growth, and organization of subject-matter and shows its functional implications; explains clearly how the child is the chief determinant of method; applies the principles thus arrived at to ways of learning, acquisition of habits, the development of appreciation, means of imposing responsibility; outlines the character of stimuli involved in good teaching, and finally shows how these essentials of good teaching should actually be employed in the presentation of the various elementary-school subjects.

The book provides a brief but clear statement of the generally accepted principles of teaching. It will probably serve a more useful purpose as a handbook for teachers in service than as a textbook for a class in methods.

Nursery schools.—There is a growing belief that in many localities children between the ages of two and six years should be taken from their homes and, for at least a few hours each day, brought under institutional care. The purpose of such an institution is to see to it that the child starts life with as sound a body as it is possible for him to have. It is concerned but incidentally with the acquisition of formal knowledge, devoting itself chiefly to the discovery and correction of remediable physical defects and the

¹ EDWIN ARTHUR TURNER, *The Essentials of Good Teaching*. Boston: D. C. Heath & Co., 1920. Pp. xiii+271.

formation of health-giving habits. A book edited by Grace Owen¹ sets forth with commendable clearness the nature, functions, and methods of such nursery schools.

The book is of multiple authorship. All of the contributors, however, are connected with institutions intimately related to the problems discussed. Save one, all are connected with the Mather Training College, of Manchester, of which Miss Owen is principal.

Of the six parts to the book, Miss Owen claims three. In Part I she discusses the aims and functions of the nursery school, maintaining, as above indicated, that it is concerned primarily with the acquisition and preservation of health. The child should start life unhandicapped. In Part V she points out the kind of training workers in these schools should have. It is necessarily of a specialized kind, and the success of the school is quite dependent upon the possession of properly qualified teachers. In Part VI she describes plans for nursery school buildings as well as enumerating the equipment they should have. Maintaining again that the school is to concern itself with matters of health, and that the learning of set lessons is altogether out of place, the author suggests that buildings be planned in such a way as to yield the maximum in hygienic conditions, and at the same time lend themselves best to the kind of activities carried on within them.

Part II, by Alice Wheeler, approaches the problem of the school from the psychological side, dealing with three large elements, "The Mind of the Child," "Acquired Bases of Character," and "The Development of Self-Consciousness." Throughout her treatment of these topics she points out right methods of procedure, and warns against possible dangers. She constantly urges the principle that the teacher must learn "to work with Nature." These chapters are valuable reading.

Part III, written by Margaret Eggar, in collaboration with Miss Owen, presents in detail the kind of things which may rightfully be introduced into the school by way of educative processes. Two aspects are considered, the environment of the child and his responses thereto. General principles are laid down, together with discussions of particularized activities found useful and commendable. These chapters abound with practical suggestions.

Part IV, by Catherine Chisholm, M.D., elaborates the problems concerned with the hygiene of nursery children. To the American teacher now becoming acquainted with school health-teaching not a little of this material will be familiar. The chapters serve, however, to round out the treatment of the main problem. They are replete with suggestions, non-technical and appropriate in content.

To teachers or supervisors concerned with the institutional care of children of the nursery-school age, this volume will be useful. It is well written, well illustrated, and only significant materials are incorporated into it.

¹ GRACE OWEN, *Nursery School Education*. New York: E. P. Dutton & Co., 1920. Pp. 176.